



# The Lexicon

Newsletter for Adult Education Staff Development

## WHAT'S INSIDE

Serving Adults with Disabilities .....	1
Model Programs .....	1
Online Resources .....	2
Teacher Training Online Offerings .....	3
Workforce Career Development Model Training .....	4

## CONFERENCES

School's In Symposium 2000 – Sacramento, August 8-10	
U.S. Department of Education's 2000 Regional Conference on Improving America's Schools – Sacramento, September 18-20	
ACSA Adult Education Workshop – Rancho Mirage, September 21-22	
California Literacy Conference – Pasadena, October 13-14	
Learning Disabilities Association of California 2000 Conference – Long Beach, November 2-4	

## Serving Adults with Disabilities

As a student population, adults with learning disabilities are among the most in need and the hardest to serve. Teachers have not had adequate resources to screen students they think have learning disabilities, nor are there enough testing facilities to diagnose specific difficulties.

However, resources are available through staff development activities,

including workshops titled *Managing a Multi-Level ESL Class* and *Student Retention and Motivation*. *Bridges to Practice*, the federally developed guide to systemic change for education programs, also provides the principles of change and aids agencies to develop plans for better serving this population. Look for these and other opportunities for staff development through SDI.

## Programs of Excellence: Two Models for Serving Adults with Disabilities

### Hacienda La Puente USD

Hacienda La Puente USD's Adults with Disabilities Program provides a variety of support services to help individuals achieve greater independence and increase job-related skills. The program is one of the largest of its kind in the state of California, serving more than 1,000 students each year, and it was recognized in 1999 by the California Department of Education as a "Program of Excellence."

The Adults with Disabilities Program is comprised of Innovative Rehabilitation Services (IRS), Hearing-Impaired Literacy, and an assessment center. Services include:

1. Job Placement/Supported Employment: Community-based training for competitive employment, providing individual placement and

### Santa Clara USD

The Adults with Disabilities Program at Santa Clara Adult Education is unique in providing educational opportunities for a diverse population of differently abled adults, including the physically disabled, neurologically impaired, and the developmentally disabled.

Although each person is affected differently in a physical and/or cognitive way, students in the Adults with Disabilities Program need support beyond what is available through traditional means. The disabled students are often unique in their need for continued support because they are not only trying to increase their functional skills, but also trying to maintain skills they had learned earlier. Many of the students are also in need of socialization; support and esteem are essential ingredients in the

Continued on Page 2

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## **ONLINE RESOURCES FOR ADULT EDUCATORS**

### ***Serving Adults with Disabilities***

**The National Adult Literacy and Learning Disabilities Center** shares information, research, expertise and resources regarding the relationship between adult literacy and learning disabilities. **GO TO:** <http://www.nifl.gov/nalldtop.htm>

**The Alliance for Technology Access (ATA)** seeks to redefine human potential by making technology a regular part of the lives of people with disabilities. **GO TO:** <http://www.ataaccess.org>

**The National Center for Learning Disabilities** provides national leadership in support of children and adults with learning disabilities. **GO TO:** <http://www.ncl.org>

**The Learning Disabilities Association of America** seeks to advance the education and general welfare of children and adults who manifest perceptual, conceptual, or coordinative disabilities. **GO TO:** <http://www.ldanatl.org>

**The HEATH Resource Center of the American Council on Education** is the national clearinghouse on postsecondary education for individuals with disabilities. **GO TO:** <http://www.heath-resource-center.org>

**The above sites do not necessarily represent the views of SDI.**

### ***Hacienda La Puente USD*** (continued from page 1)

- job-coaching services for the disabled.
  2. Job Preparation Skills: Designed to increase students' ability to succeed in job placement by developing skills in interviewing, self-image, grooming, social behavior, rights and responsibilities.
  3. Product Assembler: Students are prepared for employment in the assembly and packaging field. Students are paid based on productivity.
  4. Custodial/Building Maintenance: Students become familiar with equipment and chemicals used in janitorial work and learn basic skills through on-the-job instruction and work experience. Students are paid an hourly rate based on productivity.
  5. Landscape Gardener: Students prepare for employment using modern equipment and techniques. Students are paid an hourly rate based on productivity.
  6. Fast Foods Worker/Attendant: Students learn general food preparation, bussing, dishwashing, server skills, salad-bar preparation, cashiering, and bakery techniques used in restaurants, markets and retail shop. Students are paid an hourly rate based on productivity.
  7. Sensory Impaired and Special Student Services: Includes interpreting services and job-preparation placement classes for hearing and visually impaired students. Intake, special tutoring and monitoring services are provided for those with special learning needs.
  8. Socialization Skills: For special needs adults.
  9. Supported Living Skills: Students learn to perform everyday living tasks.
  10. Work Improvement Skills: Provides knowledge, training and practical experience for students who require special adaptations to the production assembler-training program. Students are paid based on productivity.
- IRS believes that all people have the right to be treated with dignity and respect, should have access to needed services that achieve optimum outcomes, and should be empowered to exercise an informed choice. IRS has been providing services to the disabled in the Pomona and San Gabriel Valleys since 1972 and is committed to the continuous improvement of its programs and services.
- For more information, contact Craig Roberts at 626-934-2920.*

### ***Santa Clara USD*** (continued from page 1)

classroom. Through an innovative program of education and training, the Adults with Disabilities Program bridges the gap in service between institutional settings and the home.

The Developmentally Disabled Program (DDP) serves the needs of the developmentally disabled adult with

mild to profound developmental and physical disabilities such as mental retardation, cerebral palsy, physical deformities, and traumatic injuries sustained during the birth process and at crucial developmental stages. Students with maladaptive and social

*Continued on Page 3*

### **Santa Clara** (from page 2)

behaviors, often considered a “non-teachable” population, are also served. Indeed, many of these students were not accepted for enrollment in other programs in Santa Clara County. DDP provided one of their “last chances.” The DDP program includes an adult day program, Independence Network, that has a diverse student body including students with physical and cognitive limitations, and redirective maladaptive behaviors. Cooperative learning and peer tutoring have helped make these classes of diverse populations cohesive. To meet the different needs of the developmentally disabled population in Santa Clara, classes are also offered at the local developmental center, as well as at Lawrence Center, an adult education satellite.

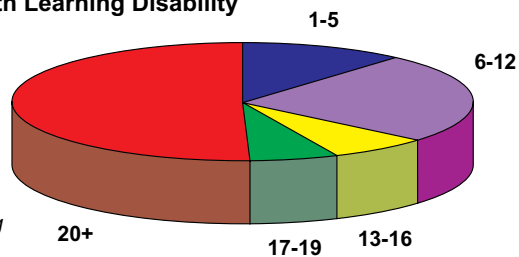
The Physically Disabled Program (PDP) serves a sometimes forgotten group of adult learners, the physically disabled. This population is served through Skills Plus, an award-winning program for adults that suffer from neurological impairments like stroke and Parkinson's disease. Classes are also provided at local convalescent hospitals to meet the needs of students who cannot attend classes offered at the school.

The total Adults with Disabilities Program includes four program coordinators, 25 credentialed instructors, and 15 instructional aides. This staff works at five different sites in Santa Clara. Twenty-four different class titles are offered each eight-week term. Classes are offered year round.

*For more information, contact Daniene Marciano at 408-984-6220.*

### **Age First Diagnosed with Learning Disability**

*In a 1994 survey of adults with learning disabilities, more than half of the respondents reported that their learning disability was not diagnosed until adulthood. [Source: Learning Disabilities Association]*



### **SDI Increases Teacher Training Online Offerings**

The Staff Development Institute is continuously exploring alternative delivery systems for professional development. In this light, SDI is expanding its repertoire of online trainings to include workplace literacy, ESL/Civics, and administrative trainings.

What is Online Training? Also known as Web Based Training (WBT), it is a set of tools to assist in disseminating course information over the Internet through a web browser. There are several web authoring tools available such as Blackboard, Authorware, Toolbook, or WebCT. Currently only 1.5% of educators use this format for instruction, but many more are getting on board.

Why training on the Internet? There are many reasons. The trainings become easily accessible—anytime, anyplace. The California Distance Learning Project has found that most participants log on at 11:00 p.m., showing the flexibility of instruction. The Internet is conducive to interactivity with email, chat, and instant messages, and it provides multimedia capability through the use of sound files, movie files, and the recent development of “streaming” or real-time video. The Internet provides the ability to deliver training to a variety of computer platforms, making no

distinction between PC, Mac or Unix. Delivering instruction to many at the same time meets the needs of the hardest to serve at less expense.

SDI is currently using WebCT and anticipates extending its library of authoring tools to embrace other modes of instruction. WebCT provides a structured learning environment with educational, administrative and design tools for constructing the course; facilitating learning, collaboration and communication; and assisting in managing and continuously improving the course.

General components of SDI's online instruction include an agenda, an introduction, and a set of goals and objectives. Along with this distinct format, similar icons are present throughout the training to maintain the continuity of SDI trainings.

We encourage the field to check out the existing SDI trainings and plan to enroll in future offerings:

- Introducing Family Literacy to Adult Learners – ongoing
- Software Evaluation – ongoing
- On Common Ground – August 1
- SCANS in the Classroom – TBA
- Fiscal Management – TBA

Log on at <http://www.sdi.ca.gov>

## The Staff Development Institute

### ***Workforce Career Development Model Training***

Successful training on the California Department of Education's Workforce Career Development Model was developed and coordinated over the past year by the Office of Workforce Development, Policy, and Interagency Relations, working through an inter-agency agreement with SDI. The training was designed by the Model's principal author, Katherine Buckovetz, Assistant Director of the Fresno County Human Services System.

Dr. Buckovetz also conducted a one-day "training for trainers" session in Sacramento for seven individuals from public agencies that provide career development services to adults. She and the seven trainers then presented 12 workshops throughout the state to more than 200 participants who provide career development services to clients

at One-Stop Career Centers, adult schools, community colleges, Cal-WORKs offices, Job Training Partnership programs, correctional programs and private companies.

When the training concluded, managers of the Adult Education Unit, SDI, and the Workforce Development, Policy, and Interagency Relations Office met to determine if there was enough interest from the field to warrant another year of training. The group recommended that the training continue after a validation and rewrite of the workshop. The revised workshops will begin next January, with an announcement for the training sent to the field early that month.

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